

McGILL
UNIVERSITY GAZETTE

Monday, March 2nd, 1885.

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UNIVERSITY GAZETTE

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McGILL COLLEGE, MONTREAL, MARCH 1st, 1885.

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McGill University Gazette

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Editorials.

AN EXPLANATION.

Owing to a misunderstanding of the constitution, Mr. Lafleur believed himself elected Editor in chief of this paper. His claim to the office was disputed, and he thought it necessary to resign his position on this board. We sincerely regret that he should have come to this resolution.

OUR TEACHING FACULTY

At the rear of Belmont street stands a plain stone building partially concealed by the branching maples that line its front. Its obscure site, sombre appearance and genuineness seem to indicate the nature of the future life and labor of the students within its walls. This is the McGill Normal School—the *Alma Mater* of over 1,150 teachers. To many of our readers the name will be familiar, to more unknown except in so far as they may have noticed it in the calendar as being connected with McGill University. From our more prominent position on the mountain's side, with a number of denominational colleges clustering around us, we are apt to overlook the more obscure institution by which we are largely sustained. The McGill Normal teachers are the roots that provide not a little of the material for the growth of our beautiful educational tree. Obscure but noble toil. Happily for the world their ranks are filled by the best and truest of mankind, excelling in the purity and self-sacrifice of their lives our theologians. Young men sometimes enter the ministry from widely differing motives among which a desire to gain distinction,

honor and power in a highly honorable profession exerts no little influence. The teacher rarely thinks of aspiring to such greatness. His chief source of happiness is a consciousness of good work well done. We cannot rightly estimate the important part which the McGill Normal has acted from the time of its establishment in 1857 up to the present in diffusing knowledge through superior methods of education and thereby advancing the true interests of our Province. A glance through the lately prepared list of graduates in which the number of years that each has spent in teaching is placed after his or her name, shows that a large number are growing old in the service having taught for fifteen, twenty and twenty-five years, while comparatively few never teach. The mute and solemn asterisks tell us too, that many have finished their life work and joined the great majority of the world's philanthropists in the shadowy land. The vacancies will be more than filled. The number who received diplomas in the spring of 1862, were twenty-four, twenty years later the number was eighty-six. There is need for many more. In the returns of School inspectors, we frequently find it stated that schools under the charge of Normalites surpass all others. From an impartial standpoint, we have little hesitancy in saying that the Provincial academies and model schools conducted by teachers trained in the Normal, are more successful than those under the charge of B. A's. This statement will not reflect discredit on the course in Arts in this and other Canadian universities when we consider that, but a small proportion of the total number of pupils attending the academies study either Latin or Greek, the greater part of the work consisting in advanced courses of the subjects taught in common schools—subjects not included in an Arts course but which hold a prominent place in the *curriculum* of the Normal. Besides, it would be folly to suppose that our average graduate with no experience in teaching and possessing only a mass of undigested facts hurriedly obtained from "Morrison's Art of Teaching" before presenting himself at the McGill Normal, to obtain its highest certificate, could successfully compete with the teacher, who had spent three years in training for his profession. It may be held by some that the function of the academies is to prepare young men for college. Were this granted we would say by

all means abolish the normal schools. If four fifths of the pupils in the academies instead of receiving a training that will fit the young women to take charge of elementary schools, and the young men to become intelligent agriculturalists, artisans and merchants have to be neglected in order that a very few young men may acquire a smattering of Greek and Latin, sufficient to enable them to matriculate in a university and eventually swell the over crowded ranks of the professions of law or medicine, we say that the usefulness of the Normal is gone. About nine years ago, a Normalite assumed the control of an academy situated in the central part of an isolated county of this Province. The schools in this county at the time were in a wretched condition, the modes adopted in teaching being those in vogue in Great Britain about fifty years ago. The average attendance at the academy was about 60. During the three years of his principalship he prepared 18 pupils to pass creditable examinations for diplomas before the local board of examiners, two of whom received model school diplomas, three young men were fitted to enter universities, and the large remainder went back to the duties of the home, farm, shop and office, there to enjoy and to impart the knowledge gained.

This was the result of three years' teaching, insignificant, indeed, had it ended here. The Normalite left but his love of order, excellent methods, energy and ability were reproduced in the eighteen teachers he had trained. They carried out the task of reform which he had begun, and in consequence, a revolution was made in the schools of the county. This may be taken as a fair indication of the nature of the work done in many of the academies. All honor to the McGill Normal for the benefits she is yearly conferring on the English speaking portion of the population. Would that her real work were more generally recognized. Her greatest wants at present seem to be a new building and an increase in the staff of professors. Although these may not soon be obtained yet we expect much from it, under the able Principalship of Dr. Robins, in our opinion the best teacher in Montreal. A few years ago we were conducted through the garden, halls and classrooms, of the Ottawa Normal School, and could not but compare this beautiful building with the one in Montreal. We would like to see erected near McGill an edifice for the better accomodation of the hundred, or more, students in the Teaching Faculty before all the available space is taken up by denominational colleges.

If the United States can afford to equip and maintain over four hundred Normal Schools, the Province of Quebec should not feel impoverished by bequeathing

a paltry sum for the support of three. The rising generation of the state of Michigan, are being taught by the one thousand teachers who annually graduate from the State Normal School. The four thousand students are trained by over two hundred professors and teachers, and occupy five magnificent buildings situated in a well shaded campus comprising forty acres. The Library alone cost \$375,000 and is filled with one hundred thousand volumes. These few facts give but an imperfect idea of the best Normal on the American continent. They may serve, however, to awaken a desire for improvement in this direction in our own land. The masses must be educated. Ignorance is dangerous. We welcome, therefore, each band of the Old Normal's *alumni* as they pass out beneath its portals into the larger world of usefulness and bid them God-speed in their noble work. Selfish man shrinks from the task that gently nurtured woman has undertaken. To her is entrusted the all important duty of moulding and training the youthful minds of Canada. The welfare of the nation depends upon the result. We have hope for its future.

GOING AHEAD.

As will be gathered from another column, the students are at last to have that object of their fondest dreams, a dining hall. Such an institution cannot fail of being a great boon, relieving the students, as it will, from most serious annoyance and discomfort, and fostering an *esprit de corps* which at present is lamentably weak. It will add an element of much power to the attractions of the University, and is moreover an angury of the advent of a residence, the one thing which will now be wanting to place McGill, as far as the comfort of its students is concerned, on an equality with its better endowed competitors.

It is also exceedingly gratifying to know that the Arts Faculty is to be strengthened numerically. There are many subjects proper to a college course which cannot at present be touched in McGill, and altogether too much work is exacted from the present staff. A professorship in modern history and political economy has become a necessity, owing to the vastly greater attention which American and Toronto universities are now giving to these subjects. Such a chair, too, would lighten to some extent the burdens of the present professors of Philosophy and English, whose enthusiastic zeal has placed their lectures among the chief attractions of our Arts course, but has also led them to undertake a larger share of work than should be expected from them. To this topic we intend to return at an early date, when, with a view to arriving at an exact

knowledge of our position, the Arts course will be carefully compared with those of Toronto and Queen's, McGill's most formidable rivals.

SECRET SOCIETIES.

We regret much to learn that secret societies have gained a firm hold among the students. In Medicine there are now no less than three, while recruits have unfortunately been gained in the other faculties. What the precise objects of these societies are, it seems difficult to gather. Most of those who do not deny having joined one or other of them, defend them on the ground that they promote social relations which not only are a source of pleasure during the student life, but are maintained after graduation. When asked the necessity of secrecy, these outspoken men always declare that the chapters would not hold together but for the introduction of a fictitious bond of union. Not one seems to be aware of the inconsistency of these two claims. If men joined together, nominally for the enjoyment of convivial pleasure, require to be bound by a vow of silence, it is evident that the stated is not the real object of their union. We surmise that, in their hearts, the founders of these societies have aimed at controlling the college politics. If so, a collision between the various chapters is inevitable, and we may anticipate frequent scenes such as those which occurred in the Medical Faculty at the beginning of this session. In the American universities struggles for supremacy between the various Greek letter fraternities have been of frequent occurrence, and have at times been accompanied by riotings and bodily injuries. Are we to have a similar experience in McGill, or will the undergraduates be warned in time, and accepting the experience of the past as their guide, refuse to become adherents of any such society?

Another aspect of these fraternities has to be considered. In the States the expenses incurred by the members, for their symposia, are oftentimes double, and even treble the whole of their college expenses. Many a weak man has thus blighted his life by loading himself down at the outset with a burden of debt, from which he never afterwards could free himself. There are not wanting men to-day who freely declare that these chapters have become the curse of American student life. Is it to this state of affairs we are proceeding? Because a few tinselled youths have banded themselves together to seek their highest good in convivia, to which only a select few are invited, and intrigue, in which the same select few alone participate, must entrance into their ranks be eagerly sought by the dazzled many—for what? To sow the seeds of dis-

sipation, and breed contention and hatred in a hitherto simple and peaceful community? What a worthy ambition!

Contributions.

SOME PERCEPTIONS OF TOUCH.

In studying the different sensations one is immediately struck with the great capacity of giving knowledge possessed by those of touch, and by the extensiveness and variety of the perceptions arising from them. Indeed it seems to me that sufficient stress is not generally laid upon the high position which this sense holds or should hold among the others. With the progress of scientific knowledge, however, and its processes of analysis and differentiation, touch is sure to receive its full due.

The organ of the sense of touch is in general the skin. The sensations depend upon the action of certain papillæ which are placed beneath the external cuticle and each of which is connected with a nerve. The sensitiveness of each part depends upon the closeness of the nerves and the thickness of the covering. In order to the production of the sensations the exciting body must be brought into contact with some part of the skin. There are two classes of tactile sensations. 1. Those which arise from different degrees of pressure. 2. Those which arise from different points of pressure. I have said above that the skin is in general the organ of this sense but pre-eminently the hand is the organ. It is lined with a sensitive covering, is connected with the arm and shoulder, and is divided into fingers and thumb in such a way as most effectually to apply pressure and afford as well a large extent of surface for the application of touch in as small a space as possible.

The most important idea given to us by these sensations is that of space, and it is implied in the sensations arising from different degrees of pressure as well as in those arising from different points of pressure. In the former case to perceive the pressure of a body one must have the idea of the space through which the body moves, while in the latter case the idea arises directly from our feeling simultaneously the two distinct points. The points are felt to be at a distance which gives us at once local extension.

The sensitiveness of the different parts of the organ of touch is discovered by the power which these several parts have of distinguishing two points as distinct pressures. Prof. Weber from a series of experiments with the points of a pair of dividers has ascertained the most sensitive parts to be the tip of the tongue, the lips and the ends of the fingers. This diversity of acuteness shows that dimensions revealed by touch cannot be absolute, since they vary with the parts of the organism which the objects affect. The dimensions we perceive are related to the associations which our experience has formed.

In considering the sensations of touch and especially those arising from different degrees of pressure it is difficult to eliminate thoroughly the part which is taken in them by the muscular sense. When we want to feel whether a body is hard or soft, light or heavy,

we employ the muscular sense even more than that of touch. True these perceptions could be given us by the sense of touch alone, but then in practical experience such is not the case. This close connection between the muscular sense and that of touch must always be borne in mind when judging of the relative capabilities of the different senses and the character of the perceptions which they give us. Of the two classes of sensations of touch it will be readily seen that those arising from the pressure of distinct points are by far the more important, for on them is based our perception of local distinctness, on which all our knowledge of the external world depends. From them arise our ideas of a world in space with all its different relations and dimensions, by them we perceive the character of surfaces and, in abnormal cases, distinguish colors. But the importance of this sense as a knowledge-giver it seems to me may best be understood by an analysis of the manner in which our primary perceptions must have been obtained. In doing this we must of course argue largely from analogy, we must argue back from known experiences and processes to what can never be said to be actually known to have taken place. Yet this inferential knowledge aided by facts derived from observation among infants and young children will be of as reliable and stable a character as any knowledge gained in any other sphere in a similar way. And here we see the advantages to be gained from a general education of the people. Knowledge resembles money placed out at a good rate of compound interest, each new acquisition very soon becoming itself productive.

We must only hope that in the case of the knowledge as in the case of the money the investment may be a safe one. So if large numbers of intelligent men and women were educated to scientifically observe some occurrences and actions which are ordinarily not perceived or reflected upon at all, our knowledge would rapidly increase in reliableness and extent. Curiously enough it is the two senses which are of the highest intellectual rank which first come into operation, it is with the eye and the hand that effective perception commences. But the appropriateness of this order is at once recognized when we consider that the other senses could be applied to no use until they are connected with the external objects which excite them, by means of the muscular sense, by touch and by sight. Now if it were possible to draw a distinction between the importance of the two highest senses, we should be inclined to exalt that of touch—a sense of which no human being can be deprived, and one by means of which intelligent perception is very early acquired. So in all those cases of abnormal development of the organs of one or more of the senses, or in the case of persons deprived of the use of one of these organs by disease or otherwise, the sense of touch stands out as the great compensator, supplying ably, in its increased efficiency derived from cultivation, the wants arising from the suppression of the other sources of perceptive knowledge. Indeed it is a question whether we do not all in our earliest days learn to perceive for a while as if we were blind.

But not only does this sense give us our largest stock of knowledge of the external world; it is

capable also of giving us ideas of beauty to a larger extent than we ever give it credit for. In this respect, however, the capability of the sense is rather of a potential character, nor is its real power observed except when the more facile and grasping sense of sight is deficient.

The sense of touch is seen to be the most positive of all the senses when we consider the manner in which its sensations are excited, while these sensations are the most forcible which we receive. But to my mind the most striking point with reference to touch is its extensiveness. In fact all the other sensations seem as it were to reduce to touch. The organ of the sense is the most extensive of any, and the organ of every other sense is also an organ of touch. We touch everything we taste, nor could we taste anything without touching it. There is also a sensibility of touch to vibrations. So much so that persons who are deprived of hearing may by means of touch (feel) music. In sight the organ may be said to be impinged upon by the etherial waves, although the eye cannot be literally said to touch the light. It was the fact of this connection of the tactual and muscular sensations with seeing, hearing, smelling and tasting which led Democritus to say that "all the sensations were modifications of the sense of touch." To the sense of touch there can be no doubt that we owe the first idea of matter, nor could any of the other senses ever have awakened it. The eye, for instance, is affected by nothing but light or color. This seems at first contrary to experience, but it has been clearly demonstrated by Bishop Berkeley. Magnitude, figure, distance cannot be seen, but are acquired by the sense of touch and the muscular sense. At the same time, however, that this process of acquisition by touch is going on, the ever-active sense of sight is being affected by certain associated differences of shade and light, dullness and brightness, etc., which occurring uniformly become inseparably associated in the mind with ideas which have really been acquired by touch. Thus the law of Irresistible and Instantaneous suggestion is brought into play, and these variations suggest irresistibly and instantaneously the ideas, which are thus credited to the sense of sight.

We pity, and with reason, the deaf, the blind and the dumb, but I shall ask in conclusion what kind of being that would be which did not possess the sense of touch?

J. R. MURRAY.

IMPOVERISHED aristocrat: "What dish, waitah, combines the greatest, ah, luxury with the least expense?" Waiter: "Codfish and cream, fifteen cents." I.A.: "And how much for the codfish, ah, plain?" "Waiter: Same price, sir." I.A.: "Waitah, bring me some, ah, cream."—*Lampoon*.

I Saw.

I saw
A gentle maiden,—aye, so lovely, too,—
A sturdy youth near by, alack! too true.

I saw
Him there; but where on earth's his arm, I wonder?
Where? Round my girl's waist it is, by thunder!
—*Tech.*

FOR MAKING A SEMINARY MAN.

Take a little egotism,
And a slice of skepticism,
Mix well together with a "culchaired" Boston drawl;
Add a little Darwinism,
Just a smack of positivism,
And flavor with the essence of unmitigated gall.

A BALLAD.

(TRANSLATED FROM ANDRÉ VAN HASSELT.)

"O restless Swallow! thou whose wings
Skim the gray clouds in sportive rings,
Hast thou beheld mine own true knight?"
"Fair Dame! he has not blest my sight."

Gay Lark! that soarest far on high,
A lessening speck amid the sky,
Say, hast thou marked the form I love?"
"My glance hath aye been turned above."

"Thou Wood! beneath whose leafy dome
Soft murmurs of the summer roam,
Here did my lover chance to stray?"
"No foot hath trod my paths to-day."

"Ærial Crag! on whose dim crest
The eagle strews her careless nest,
Hath horse or horseman met thine eye?"
"No cavalier hath ridden by."

"White foaming Torrent! tell me where
My warrior with the golden hair
O'er the dark waters did he leap?"
"Down in their depths he lies asleep!"

GEO. MURRAY.

McGill News.

CORPORATION MEETINGS.

As our readers are no doubt eager to know what transpired at the late corporation meetings, we have prepared the following summary of the proceedings: At the first meeting, the Hon. D. A. Smith, who, by the way, has been appointed a governor, was present, and offered to give "at least \$50,000 more" if the corporation would agree to maintain the separate classes. From a trustworthy source we learn that the amount he really contemplates giving is \$100,000, making his whole gift the very handsome sum of \$150,000.

The Vice-Dean then read the following report from the Faculty, and it was eventually (at the second meeting) adopted.

REPORT.

At the adjourned meeting of the Corporation, the following report of the Faculty of Arts on arrangements for classes for women in the 3rd and 4th years of the special course in Arts, in accordance with the following resolution of Corporation, was presented by the Vice-Dean of the Faculty:—

"That the Corporation is desirous to continue the education of the women who have entered its classes to the final examinations, and that the Faculty of Arts be requested, as soon as possible, to report on the best methods of effecting this, either in separate or mixed classes, for the third and fourth years."

Three questions require to be considered with reference to the above: I. The methods of teaching and arrangement of classes. II. The class-rooms required. III. The expense. Only the first of these properly belongs to the Faculty of Arts, but the others require to be kept in view, with reference to any arrangements proposed.

I. METHODS AND ARRANGEMENTS.

In considering the matters referred to it under the above resolution, the Faculty has had before it three methods in

which the education of the third and fourth years may be conducted. 1st. Separate Classes. 2nd. Mixed Classes. 3rd. A combination of both. The work to be provided for is divided into: 1st. *Ordinary Subjects*. 2nd. *Additional Subjects*. 3rd. *Honor Subjects*.

1st. *Ordinary Subjects of the Third Year.*

These are divided into Imperative and Optional, as follows: Imperative.—Latin or Greek, Mechanics and Hydrostatics. Optional, two of which to be selected by each student.—French or German, English and Rhetoric, Experimental Physics, Zoology.

It is recommended: (1st), That the two Imperative Subjects shall be provided for in separate Classes. The Classical Subjects under Dr. Cornish, and the Mathematical under Dr. Johnson; Mr. Mulgan relieving Dr. Cornish from the Junior Classes.

(2), That the Optional Subjects be divided into two groups, in one of which the Classes shall be separate and in the other mixed, as follows:

In Separate Classes.—Experimental Physics, Zoology, German. In Mixed Classes.—English and Rhetoric, French.

2nd. *Ordinary Subjects of the Fourth Year.*

These are divided into Imperative and Optional, as follows: Imperative.—Latin or Greek, Astronomy and Optics, Mental and Moral Philosophy. But as the Professor of Mental and Moral Philosophy is unable to duplicate that course, it is recommended that for women it be transferred to the Optional Subjects, and that each student take three of the latter. Optional, of which three to be taken by each student: Mental and Moral Philosophy, Experimental Physics, French or German, History, Geology.

It is recommended that the two Imperative Subjects be provided for in the same manner as in the third year, and that the Optional Subjects be divided into two groups, as follows: In separate classes—Experimental Physics, Geology, German, Mechanics and Hydrostatics. (No lectures are given in the fourth year in this subject.) In mixed classes—Mental and Moral Philosophy, History, French. By the above scheme female students will have the privilege of proceeding to the Degree Examination by attending only classes which are separate, and at the same time they may, if willing to join mixed classes, take any other of the Optional Subjects of the Course.

3rd. *Honor and Additional Subjects.*

It is proposed that Women desirous of taking Honor Studies should take the same lectures provided for male students, and as the additional subjects are for the most part portions of the Honor Subjects, this must also apply to them. It is recommended, however, that women should have the privilege of taking another ordinary subject instead of the "Additional."

II.—ROOMS.

If the whole work could be done in separate classes, there need be no expense incurred for rooms, as accommodation could be provided for all the four years in the Peter Redpath Museum. The necessity of using apparatus requires that the classes in Experimental Physics should be held in the Centre Building of the College; but this could be arranged for by delivering the lectures in the afternoon, and entering as at present to the Chemistry Class by the corridor door. For the mixed classes, if limited, as in the above scheme, two new class rooms, with a waiting room and separate entrance, will be required, and these could probably be best secured by adding a second story and extension in the rear to the east corridor. There would thus be three or four good class rooms in this corridor, accessible both from its separate entrance and from the centre building. The chemical laboratory might be in part in the extension, and room could thus be secured for a proper waiting-room for the classes of women, who might enter by the corridor entrance, while the Laboratory might have a separate entrance in rear.

III.—EXPENSE.

This might be estimated in regard to the ordinary subjects, under the three methods previously stated, viz: 1st. For entirely Separate Classes. 2nd. For entirely Mixed Classes. 3rd. For Partial Separation, as in above scheme. The first arrangement would require no expense for rooms, unless the classes became much larger than at present, and in this case the fees might cover the interest of the outlay. It would, however, require considerable expenditure for teaching, which might be estimated at \$3,000 to \$4,000 per annum, if all the options now given to men were allowed to women. The second method would require no expenditure for lectures, but considerable expense for rooms, probably the adding of a story to each of the corridors and changes in the centre building, with the salary of a lady superintendent. The third method, or that above recommended, would require some expenditure, say \$4,000, for additional rooms for the Mixed Classes, and an annual outlay of between \$2,000 and \$3,000. The above estimates do not refer to such contingent expenses as would be alike under either system; but these need not be considerable, and would probably be met by the fees collected.

In event of students in the classes for women advancing to the Degree Examinations, the question remains whether the degree given should be that of B.A., with all its privileges of higher degrees, etc., or whether it should be that of Licentiate in Arts, or a Certificate of having passed in the examinations; all these methods being in use in different Universities. With reference to the Medals, Prizes, Exhibitions, and Scholarships in Arts, it is suggested by the Faculty that, if agreeable to the wishes of the donors or their representatives, these should be open to women for competition, at least until sufficient separate endowments shall be provided for them. The Hannah Willard Lyman endowment is already an example of this, and its income will be for competition in the Special Course for Women alone. Such separate endowments are considered desirable, because of the small number available for either sex, and also because one of the chief dangers to be dreaded in classes for women is a too severe competition, causing injury to health, and because the conditions of competition as between women and men are necessarily somewhat different from those of competition between students of one sex.

A. JOHNSON, LL. D.,
Vice-Dean Faculty of Arts.

The following resolutions were adopted:

"That the report on the arrangements for classes for women in the 3rd and 4th years be received and adopted, and remitted to the Faculty of Arts, in order that it may draw up such regulations as may be necessary to carry out its recommendations."

"That the report now adopted be referred to the Board of Governors for their information and action therein."

OTHER BUSINESS.

Mr. R. A. Ramsay moved that the proceedings of the corporation be kept secret. This resolution was strongly opposed, and some of the members declared they would not be bound by it, if it were passed. On the suggestion of Mr. Abbott, the resolution was referred to a special committee for consideration, and the meeting adjourned, subject to the call of the Chancellor.

Corporation re-assembled on February 11, when the special committee on Mr. Ramsay's motion reported that resolutions passed by corporation should be given to the press, that each member should be at liberty to disclose the stand taken by himself in any discussion, but should not make known the opinions expressed by others. The report was adopted, as also that of the Faculty, with some very slight modification. An agreement was arrived at that no money should be

spent upon the ladies' classes, outside of the revenue from the Smith endowment; and a motion was unanimously passed instructing the Governors to strengthen the Arts Faculty at the earliest possible time by the appointment of three additional professors. Information was also given to the meeting that a satisfactory arrangement had been made, whereby ladies coming to the city to attend the Art classes would be provided with board and lodgings. The governors have, in addition, made provision for a students' dining-hall, which will come into operation at the opening of next session.

THE SCIENCE DINNER.

On Thursday evening last the science faculty held in the Ladies' Ordinary of the Windsor, their fifth annual dinner. Among the forty-two McGill men, past and present, that sat down were Mr. Mignault, without whom a science dinner would not be a success, the irrepressible Harry, who achieved the only breakage of the evening, and Mr. J. H. Burland, who has done so much for his faculty, and to whose assistance the committee of this dinner—as of former dinners—owe much.

The tastefulness and novelty of the designs of the menu card, which equals, if it does not excel, those of previous years, was a warranty for the solidity and allurements of the viands; and the manner in which these disappeared showed that the guarantee was upheld.

For quite a time after the commencement of the dinner conversation was not general and only a few heart-broken remarks over the French names on the menu card joined the clatter of knives and forks. But as jaws tired and vest expanded, the tongue loosened and now, and then a long drawn sigh told that the limits of human endurance had been reached.

Liquors were not proscribed but the dinner was conducted most temperately, and while the genial wine in some cases made usually quiet spirits merry the result was a greater amount of festivity without any annoyance.

After the dinner had received full justice Mr. Trenholme, the president, rose and made a very humorous speech. He said that it was his duty as engineer-in-chief to report upon the work just completed. It was well done and consisted partly in "excavations" but chiefly in "filling-in" and all he now hoped for was that the foundations would prove strong enough to resist the coming inundation. He thought that to science is due much of the world's advancement, and with a grasp possible only to a graduate brought into his speech the whole realm of knowledge. His test for alcoholization is infallible and should be remembered. He traced in figurative language this history of Science from Biblical times and, after considering the beauties of scientific terminology, touched briefly upon the late slope of the freshmen.

Time and space will not allow of even a *résumé* of the speeches that followed and this is the more unfortunate because many were well worth repetition. Messrs. McCarthy, Mignault, Burland, Crossley, distinguished themselves in their various manners; and the short

history of our faculty given by Mr. Burland was welcome to all who are interested in its growth.

Mr. Crossley paid a tribute to Dr. Harrington, "who is ever ready to help us all from the least to the greatest" and at the mention of the name, there was enthusiastic applause. Dr. Harrington's health was then drunk.

The representatives from Arts and Medicine made telling speeches, and on behalf of Mr. Greenshields of Law, who could not attend, Mr. Roy made a short speech in French in explanation of his friend's absence.

Between the speeches, music and even dancing took up the time. The first song was a solo by Mr. Brown, assisted in the chorus by the Glee Club, and his rich voice trolled forth the inspiring strains of "Solomon Levi" until the chandeliers trembled in the flood of melody. The applause that greeted the conclusion was hearty and well merited.

Mr. Darey's rendering of the "Hunter's March" produced an *encore*, and Mr. Walters seemed able to play his banjo in any position. He too was encored and kept his hearers entranced just as long as he wished to play. Mr. Lesage both in his song and speech received much applause.

But one must stop somewhere. Never before has the Windsor held a more jovial set. Let us hope that when those who sat down to the dinner last Thursday shall have passed from the halls of McGill their places will be filled by as sympathetic a gathering, and, that they themselves may again on a similar occasion join once more as graduates in the toast of "*Alma Mater*."

College World.

PRESIDENT McCOSH attended ten colleges and graduated from six.

THE state of Ohio is reported to have more colleges and ministers than the whole of Europe.

The indigent students of Dartmouth receive \$5000 yearly from the State of New Hampshire.

The Yale faculty has refused all applications from dropped men to be allowed to rejoin their classes.

PROF. SYLVESTER, the great mathematician, late of Johns-Hopkins University, is now an instructor at Oxford.

SENATOR ANTHONY bequeathed to Brown University his library of poetry; amounting to 6,000 volumes; also \$12,000.

IT is estimated that from \$2,000 to \$3,000 worth of apparel was destroyed in the recent cane rush at the Scientific School at Yale.

CO-EDUCATION in athletics is the latest. The students of Michigan University propose to have a mixed tennis tournament next spring.

Two scholarships will be established next year at Harvard, by members of the class of '55, which will each yield \$300 annually.—

The New Haven schools have abolished the marking system, and substituted general reviews and examinations about every two months.

Two new buildings are needed for the accommodation of the scientific and industrial departments of the state University of Nebraska.

Professor Albert Harkness of Brown, recently appointed director of the American classical school at Athens, has declined the honor.

The editors of the Harvard *Crimson* propose to issue a literary supplement devoted to serious compositions on interesting subjects.

The *Collegian* is the name of a new monthly published in New York and devoted to the interest of colleges and college graduates. It will be conducted by the aid of an Advisory Committee of fifteen, one from each of the prominent colleges.

ITALY has declared its seventeen universities open to women, and Switzerland, Norway, Sweden and Denmark have taken similar action, while France has opened the Sorbonne to women, and Russia its highest schools of medicine and surgery.

A PETITION for co-education was presented to the trustees of Adelbert College, Cleveland. It was seventy-two feet long and contained 4,000 names. The trustees decided in favor by a vote of 12 to 6. Several male students have left the institution in consequence.

The *Advocate*, the oldest of Harvard's papers, has been compelled through financial difficulties to appeal to the students of the University for increased support. The *Lampoon* is in a similar unenviable position. To both journals we express our most sincere sympathy, and our hope that the responses to their appeals may be most encouraging.

An electrical paper reports a new device for aiding base ball umpires in their arduous duties. An underground wire forms a circuit with all the bases. When the base runner touches the plate, an electric bell rings in a small tower near the umpire's position. It is to be hoped that this device will be fully tested next season, and, if found useful, adopted all over the country.

UNIVERSITY CONFEDERATION.—The matter of University federation moves on. It is now about certain that Victoria will accept the scheme, and about equally certain that Queen's will not. Trinity is doubtful, with the chances, perhaps, against union. Every one who has the cause of education at heart will look with interest at the present action and the future progress of Queen's. Will she be over-shadowed, and finally extinguished, by the superior magnitude of Toronto, or has she vitality enough and resources enough in her eastern constituency to maintain a vigorous life? The views of her supporters, and their reasons for declining to enter the union, may be supposed to be pretty well expressed in the late address by the Principal in Kingston. It must be admitted, that, on the whole, he makes out a fairly strong case, though many of his arguments appear to us to be quite wide of the mark. The authorities of Queens appear to congratulate themselves on the fact that, in the

scheme, a principle has been recognized for which they have long contended, viz., that more than one Arts college is needed in Ontario for teaching puposes. It appears to us that the principle recognized is rather that in very many subjects one teaching staff is quite sufficient. That several colleges are needed to teach other subjects arises, not so much from the fact that one faculty would be unable to overtake the work, as from religious or denominational reasons. On the general question as to whether centralization is desirable, Principal Grant instances, in support of his position, that it is not; the case of "Massachusetts with her Harvard, Williams, Amherst and Boston universities, all doing noble work, "and not costing the State a dollar:" Connecticut, with Yale, Trinity and Wesleyan; and so on. The comparison does not prove much. If we, in Ontario could point to a number of universities which "counted their endowments in millions," and which, *with the equipment of these American Colleges*, "did not cost the State a dollar," it might be easier to show that centralization was not desirable. But until we have at least one university that approaches a proper equipment in men, buildings and apparatus, this argument will not have much force.

Queens' strongest point lies in the question which they have a right to ask, and which they do ask: whether they can afford to move, and whether it would be right for them to move from Kingston, which has done so much for them. *Knox Coll. Monthly*

MODERN IDEAS AT HARVARD.

(From the *Springfield Republican*.)

CAMBRIDGE, Feb. 17.—To-day the Faculty of Harvard College made a complete revision of the system of examination for admissions, adopting in large measure the ideas of those Professors who have so long been urging war upon the classicists of the college. The importance of the step can be estimated when it is known that now for the first time can a student get the degree of A. B. from an old and powerful American college without ever having opened a Greek book in his life.

The new system is in effect a compromise between the classicists and the scientists. No student is to be admitted without having studied at least one dead language; no student can come in without having done some practical work in science. All must know more or less of the vital modern languages—English, French, and German, though between French and German there is still option. Hereafter the examinations for admission to Harvard will embrace two classes of studies, elementary and advanced, as follows:

I.—ELEMENTARY.

1. English—(The amount of reading to be somewhat increased.)
2. Greek—The translation at sight of simple Attic prose.
3. Latin—The translation at sight of simple prose.
4. German—The translation at sight of simple prose.
5. French—The translation at sight of ordinary prose.

6. History—Ancient history and geography, (as at present,) or history of England and the United States.

7. Mathematics—Algebra, through quadratic equations: plane geometry.

8. Physical science—Either (1) astronomy and physics or (2) a course of experiments in the subjects of mechanics, sound, light, heat, and electricity, not less than 40 in number, actually performed at school by the pupils.

The Faculty requests all teachers who can command the necessary apparatus to present their pupils in the second of these alternatives.

II.—ADVANCED STUDIES.

1. Greek—The translation at sight of average passages from Homer, or the translation at sight of less difficult passages from both Homer and Herodotus.

2. Latin—The translation at sight of average passages from Cicero and Virgil.

3. Greek and Latin composition—To be based on prescribed passages of Greek and Latin authors.

4. German—Lessing, Schiller, Goethe, etc. Translation at sight of modern German prose. Grammar and composition.

5. French—George Sand, La Fontaine, Molière, &c. Translation at sight of modern French prose. Grammar and composition.

6. Mathematics—Logarithms, plane trigonometry, with its applications to surveying and navigation.

7. Mathematics—Either the elements of analytic geometry or solid geometry; elementary mechanics.

8. Physical science—Physics, a course of at least 60 experiments, in addition to those of the elementary physics eight (two,) selected from the same or similar laboratory manuals and covering the same subjects, but demanding more skill and more knowledge of physical theories and laws.

9. Physical science—Chemistry, a course of at least 60 experiments in "general chemistry" actually performed at school by the pupils.

From these studies the candidate must make a selection. He can satisfy the requirements by presenting himself:

(a) On all the elementary studies and on at least two of the advanced studies.

(b) On all the elementary studies, with the exception of either German or French, and on at least three of the advanced studies.

(c) On all the elementary studies, with the exception of either Greek or Latin, and on at least four advanced studies; including 6 and one of the three numbered 7, 8, and 9.

(d) On all the elementary studies, with the Exception of either Greek and Latin and of either German or French, and on at least five advanced studies, including 6 and one of the three numbered 7, 8, and 9.

It will be seen from the above that a great number of combinations can be made, and that every man can suit himself. The method in which the great majority of students now enter college is preserved in the combination under method *b* of all the elementary studies except 4, with advanced studies 1, 2, and 3. But even in this important modifications are to be noticed:

In the first place there is a reduction, and a considerable one, in the amount of the present prescribed Latin. Greek remains about the same, with the exception that in this as in Latin, the boy can very easily get rid of the present much detested and, in many minds, entirely useless requirements in composition. Then, in French there is a moderate increase in the amount to be read. German, too, will probably be slightly harder. As to English, it is to be remarked that the subject is put at the head of the list, where it ought to be, though it is to be doubted if this prominence will go further. "For ten years past," as President Eliot has said, "Harvard University has been trying, first, to stimulate the preparatory schools to give attention to English, and secondly, to develop and improve its own instruction in that department; but its success thus far has been very moderate." And it bids fair to be very moderate for a long while to come. All that is now required is to read several specified books and to write a composition on some subject selected therefrom.

The most significant changes are in the scientific requirements. It is now almost ten years since candidates were first examined on any of the natural sciences, and it is generally conceded that the experiment has been practically a failure. It has been such not through any inherent fault, but through the failure of the preparatory schools to co-operate heartily. It is hoped that under the new system this will be obviated. The laboratory work required will force the schools to teach the sciences thoroughly. In the second of the alternatives, in elementary physics, in advanced physics, and in chemistry, the candidate will be required to pass both a written and a laboratory examination. The written examination will be directed to testing the candidate's knowledge of experiments and experimenting, as well as his knowledge of the principles and results of the respective sciences. The laboratory examination will be directed to testing his skill in experimenting. The candidate will be required to hand in the original note book in which he recorded the steps and results of the experiments which he performed at school, and this note book must bear the indorsement of his teacher, certifying that the notes are a true record of the pupil's work. This will compel every preparatory school to provide laboratories and suitable instruction. There will be no more "cramming up" of physics and chemistry.

The eight elementary studies are not supposed to be equivalent to each other, and they will not have the same weight in the examinations. Greek, Latin, and Mathematics will continue to have, as they now have, much greater weight than any of the rest. The advanced studies are supposed to be equivalent in regard to time spent upon them at school, and they will have the same weight in the examinations.

MEDICAL DRAMA.

Act I. *Scene Demonstration Room.* Innocent Freshman to stately senior: "Please tell me who the Zytes are"? Are you one?" Act II. Un-expected explanation. Act III. Janitor C—K mopping up the remains of the curious freshman with a sheet of blotting paper, and remarking: "A very dezyted answer."

OVER THE WAY.

Over the way, when the shadows are falling,
Bright gleams a window just opposite mine;
Thence—all my senses with pleasure enthralling
Warbles a voice that is almost divine.

Over the way, though it be but an alley
Fenced in by long yards prosaic and plain,
Often I gaze, while with text-books I dally,
Waiting to catch—through that mystical pane

Over the way—one more glimpse of a vision
Queenly, yet graciously smiling on me,
Framed in lace curtains—a picture elysian,
Cheering the heart of the student to see.

Over the way, oh tuneful piano,
Shall thy fair mistress my Loreley be?
While for her song I'm neglecting my Ganot,
Annuals, harder than rocks, wait for me.—*Tech.*

Societies.

STUDENTS' Y. M. C. A.

Mr. and Mrs. Kennedy of University Street have given another proof of their kindly feeling towards students. Through the Social Committee of the Y. M. C. A., they invited the members of the association for Saturday evening the 13th ult. About 30 responded and a pleasant evening was spent in their home-like drawing-room.

Last Sunday at the usual students' religious meeting, Mr. Edgar introduced the subject of medical mission work, and gave us some account of this important and rapidly growing branch of missionary endeavor, with especially reference to Japan. It is computed that there are one billion people without proper medical treatment, who have to endure instead all kinds of quackery and incantation and jugglery. On the other hand it is estimated that in America alone there are 100,000 doctors and 15,000 students. Most of the skilled physicians now in these foreign lands have been sent out by missionary associations, to do what Christian preaching and work they can, along with their medical practice. A doctor going out under their direction is supplied with instruments, etc., is paid for two years and is also supplied with a teacher of the native language. He is expected to establish a hospital as soon as possible. Next get a medical college started with himself as dean and lecturer and demonstrators in which he will train native Christians as physicians to attend his work. In Japan Dr. Hepburn began this work 20 years ago, the first year he treated 500 cases, but in the fourth year 5000. The men sent out by the missionary boards must satisfy the missionary boards of their thorough Christian character, and should have a good literary and the best medical education, a strong constitution, common sense and good executive powers. It is expected that medical missions will be brought before our students by D. L. Wishard next Fall in connection with the Inter-Seminary Missionary Alliance Convention.

UNDERGRADUATES LITERARY SOCIETY.

The regular meeting of the above society was held on Friday the 20th inst., Mr. Henderson in the chair. The order of business having been disposed of Mr. Pedley was appointed critic for the evening. J. Topp commenced the programme by reading an essay on Secret Societies. He gave an interesting account of the origination of secret societies, and showed the fondness of human nature to peer into the mysterious, and to become a treasury of information never to be imported. As the essay was opposed to secret societies in general, it is expected the Masons, Orangemen, Zyttes, etc., will follow the example of K-21-K and content themselves with being members of a universal brotherhood. R. B. O'Sullivan followed with a reading—"The Bashful Man."—Those of the members present who had not heard Mark Twain during his recent visit were relieved from all mental depression while O. B. held the floor.

"Resolve 1 that the general use of tobacco should be discontinued" was the subject for debate. Mr. Rossignol, in a well prepared speech replete with convincing facts, presented the evils of tobacco-using in such a manner that those addicted to the weed began to be troubled. Their fears were allayed, however, when G. H. Bell mounted the rostrum. Dealing with the subject in a truly scientific spirit, he proved to a demonstration that tobacco, used in reasonable quantities, conduced to the physical and mental well being of mankind. The time being limited, he did not treat very fully of the moral aspect. The debate was well sustained by the succeeding speakers Messrs. Pritchard, Patterson, and MacCallum volunteering for the occasion. An old acquaintance, one whose face had not been seen for some time at the Literary, upheld the cause of the tobaccoist in a style peculiarly his own, and vindicated his right and title to the honor that attaches to the name of E. de F. Holden.

The affirmative won by a small majority. The not unpleasant task of reading his report was then performed by the critic, after which the Society, in consequence of the annual meeting of the McGill Athletic Association to be held on Friday 27th inst., adjourned for two weeks.

Correspondence.

To the Editors of the McGill University Gazette:

DEAR SIRS,—In the last number of your paper there appeared a letter, signed "X," which is calculated to do me very serious injury in the estimation of those who are unacquainted with the circumstances so falsely represented by Mr. G. F. Palmer, the "X" of that letter. To rightly explain the matters mentioned by him, it will be necessary for me to refer to the history of THE UNIVERSITY GAZETTE management. When the first editorial Committee of that paper assembled, three years ago, it was decided that the Editor-in-chief should be, in the words used in the resolution, "an autocrat"—should be supreme in authority and alone responsible for the editorial utterances. This arrangement, necessitated as it was by the circumstances of the paper,

was continued last session. It was found, however, that the other members of the staff did not co-operate heartily with the editor-in-chief, and this year I proposed to the new board that, as far as possible, editorial matter should be laid before them for judgment, and it was so agreed. All the "copy" for the first number received the approval of the whole staff, which regularly attended the first three meetings of the board. The fourth meeting, at which the editorial for the second number was to have been submitted, was not held, for the simple reason that at the time appointed I alone presented myself at the place of meeting. When the second number appeared, it contained an article which did not meet the approval of the editors, and their fifth meeting was attended by all. I then explained at length the reasons which induced me to write the objectionable article, and gave in full detail the information upon which it was based. I also said that, whenever questioned, I had assumed the responsibility for, and the authorship of, the article in question, and was perfectly willing to continue to do so, explaining that in every paper, the chief editor was alone accountable for its contents. The other editors were of opinion, however, that they should share with me any responsibility there might be in regard to THE GAZETTE, and expressed a wish to see all the editorial before it was printed, complaining that while they were forced by the explanation I had made to agree with me as regards the matter of the article, yet its tone was unnecessarily harsh. In reply I told them they might have seen the editorial in question before it appeared, had they attended the meeting of the previous Thursday; that, under the circumstances, I held myself blameless in the matter; that I saw many difficulties attending the carrying out of their request, but that I would make an effort to comply with it. With that understanding we separated. Matters then went smoothly until the meeting at which all the editorial for the fourth number was submitted, when only four members including myself attended. Afterwards the difficulties I had foreseen occurred. These were:—1. My own spare time was so limited, and occurred at such irregular intervals, that I never knew for any space beforehand what time I could snatch for the affairs of THE GAZETTE. Yet I was obliged to read all "copy," to write most of the editorial, to make frequent visits to the printer, and to correct all the "proofs." This meant from fifteen to twenty hours of hard work each fortnight. 2. It was impossible to have "proofs" ready for any one day, the printer justly deeming that he was fulfilling his contract when the paper was published within a day or two of the stipulated date. It was thus impossible for me either to write the editorial in time for the meeting at which "copy" was called in, or yet to say with certainty that on a fixed day the "proofs" would be ready. These difficulties were appreciated by my associates, the agreement between us was generally understood to be an impossible one; and no attempt was made to insist upon its being fulfilled. I heard no further criticism from them of my policy, and as events developed, several came round to my way of thinking. I received much encouragement too from divers of the graduates, one of the most prominent of them having even offered

me financial aid to sustain the paper, should it be in difficulties.

Let me come now to the different complaints made by Mr. Palmer. He says an injustice was done by my having identified my associates with myself in the last article I wrote for THE GAZETTE. How could that be when they always insisted upon sharing with me the responsibility for what appeared, when they ceased to protest against the course I was taking, and when some of them even encouraged me in it? His assertion that I was the sole member of the staff, not only to hold the opinions which the past few numbers of THE GAZETTE have adopted, but even to have any sympathy with them," is not only entirely untrue, but in making it Mr. Palmer commits the very crime which he charges was perpetuated by me—that of speaking for others with whom he has had no communication. In making the further assertion "that for some time past it was seen by his assistant editors that Mr. Turner's views and their own as to the scope and object of a college journal, were widely at variance," Mr. Palmer is again indulging his peculiar talent for misrepresentation. It is indeed true that Mr. Palmer once or twice said he did not think a college paper should criticise the authorities; but I am happy to say that in this opinion he was in a minority of one, the other members of the board only differing with me as to the manner in which that criticism should be made. Had Mr. Palmer objected strongly to the policy pursued by me, and found his protest pass unheeded, the proper course for him would have been to resign his position, and so bring the matter before the shareholders. Had he wished, even at the twelfth hour, to repudiate his own share of responsibility for what has been said, it would have been more manly, as well as more honest, to have written for himself, over his own signature. Instead of pursuing either of these straightforward courses, he has attempted to shield himself behind a *nom de plume*, and has written as if he spoke for the whole board. Since his letter appeared I have been at some pains to learn its history, and have found it to be as follows: In the last article which I wrote, and which has been unfortunate in more ways than one, there occurs a sentence which has been held by one of the Medical professors to identify Mr. Palmer with the writer of a letter upon the dissecting room, which was published earlier in the session. This same professor went to the trouble of charging Mr. Palmer with the authorship of that letter and even, so I have heard, threatened him, saying the professors "would know what to do with him." Mr. Palmer, honestly enough, denied having written the letter. However, the threat I speak of, which was probably nothing but a grim joke, seems to have decided Mr. Palmer that his only hope of getting a sheep-skin next April would rest upon his success in discrediting me; and he has since worked steadily for that end. Notwithstanding the fact that he had placed his resignation in the hands of the directors (unfortunately he did not do so in writing, but through one of his friends) he, in a manner, seized upon the managing editorship. He was the willing horse—he took the "copy" to the printer, and read the "proofs." He persisted in inserting his letter in the face of the pro-

tests of the remaining editors of the old board; and then, when he had fired his bomb, he discovered that the pressure of his work necessitated the placing of his resignation once more in the hands of the directors. His action throughout was so manly that I am lost in admiration. He has developed a genius that even I had never given him credit for. His sheep-skin has been well earned.

The last of Mr. Palmer's falsehoods I have still to expose. He says the editorials in the last two numbers were published "without the knowledge of a single member of the staff." As a matter of fact, outside of the editorials in the second number, there were only two which were not seen by some one or more of the editors, before they were published, and they were unimportant. The editorial in No. 6, of which he seems to complain most, was seen by two members of the board, besides myself. They saw nothing objectionable in it, nor did I, for it contained nothing new.

In conclusion, I wish to say a few words about one or two passages in the opening editorial of last number which seem to reflect upon me. In speaking to the writer of that article, I learned that nothing of that nature was intended, but that the passages were, as I suspected, infelicities merely. Had the last number of THE GAZETTE contained a report of the shareholders' annual meeting, no explanation from me would have been needed. The first unfortunate sentence is this: "At that meeting the members of the old staff were, with one exception, re-elected." In reality, the whole of the old staff, owing to a change of the constitution, were continued in office until May next. I resigned because, as I explained, I am about to leave the city and will be absent for several months. I did not think it fair that I should enjoy the credit of being editor-in-chief, while some one else did the work. Again, speaking of criticisms, the writer says: "All we ask is that these be given in a friendly manner and dictated by an honest motive." This sentence has been construed by some as an attack upon me, though I am satisfied the author did not so mean it. Still a few words in my own vindication will do no harm. What is an honest motive? In closely criticising the actions of Corporation and the Faculty, I have had nothing to gain and much to lose, for by it I have sacrificed the good will of several men, whose respect I highly esteem. From the information with which I was all along amply supplied, I knew that many members of Corporation were voting against co-education, either from prejudice, not having made any effort to study the question on its merits, or because they thought the Principal's judgment in such matters infallible. These men were so indolent, or cared so little about the matter, that they were not even reading the articles on the subject, which appeared in an evening paper. I believed that a little pithy writing, which would create some sensation, would rouse these men from their lethargy. I tried the specific and, in a way, it succeeded. It roused the sleepers to exasperation and a greater obstinacy than ever.

As to the other topics which I took up, I said nothing about them that I had not said in a milder manner last year. You say, in your last number Editors, Messrs. that experience has taught you "that little

good is effected by harsh criticism." So far as McGill matters are concerned, I agree with you, but think I can claim to have had most of the experience.

Yours faithfully,
W. H. TURNER.

Between the Lectures.

"SWEETS to sweet," snickered the dude, as he passed the young lady boarder the sugar. "Like cures like," she replied, handing him the cold veal.

AN Indiana man, who was recently hanged, nodded to a minister who desired to give consolation, just before the drop fell, and said: "I'll see you later." The minister is sorry he said anything now.

A Londoner made a bet that he would invent a question to which fifty people would all give the same answer. He won the bet. The question was; "Have you heard that Smith has committed suicide?" And the answer in every case was:—"What Smith?"—*Ex.*

—TEACHER, to infant class in Sunday school; "What is promised to the righteous?"

Chorus: "Eternal bliss, marm."

Teacher: "And to the wicked?"

Thin voice, from bottom of class: "Eternal blister." (There was one penny less put on the plate that day.)

—*College Mercury.*

"So you are the new girl," said the boarders to the new waiter; "and by what name are we to call you?" "Pearl," said the maid with a saucy toss of her head. "Oh!" asked the smart boarder, "are you the pearl of great price?" "No, I'm the pearl that was cast before swine." There was a long silence broken only by the buzz of the flies in the milk pitcher.

A diner at a *table d'hôte* displays signs of irritation just because the waiter happens to have spilled a plate of soup over his coat. "Don't worry, sir,—don't worry," says the head waiter; "it is seven o'clock." "What in thunder has that got to do with it?" yells the victim. "After half past six, sir; our soup doesn't grease; hot water, sir; that is all."—*Ex.*

—This is the way a Vassar girl tells a joke: "Oh, girls, I heard just the best thing to-day. It was too funny. I can't remember how it came about, but one of the girls said to Prof. Mitchell—oh dear, I can't remember what she said, but Prof. Mitchell's answer was just too funny for any use: I forget just exactly what he said, but it was too good for anything."—*Ex.*

—THE Freshmen girls are a remarkably bright company, at least so says a Soph who boards with them, and in explanation of his opinion they say that one of them asked him: "Mr. D—, if you were riding on a donkey what kind of fruit would you suggest?" The Soph seeing no possible resemblance to anything in such a combination gives it up, when the fair maiden demurely answers, "A pear."—*Ex.*

I cannot praise the doctor's eyes,
I never saw his glance divine;
For when he prays he shuts his eyes,
And when he preaches he shuts mine. *Ex.*

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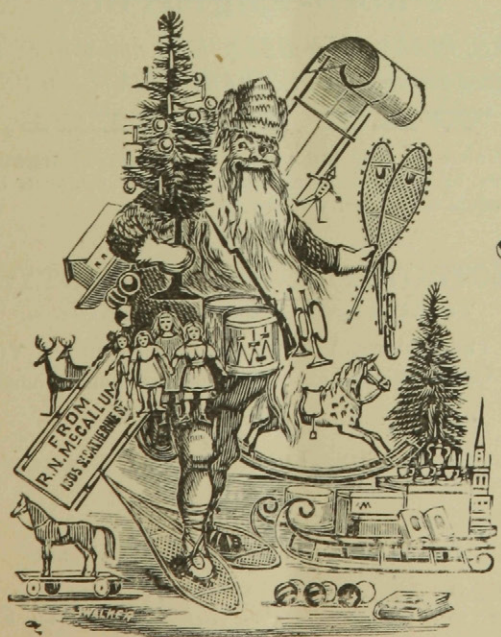
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